



Report to Local Advisory Board (LAB)  
September 2014

Academic Year 2013 – 2014 Achievement  
Analysis

The Courtyard AP Academy

Janet Packer - Head of School

<b>Meeting</b>	BAPA LAB
<b>Date</b>	22/09/14
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<b>Title:</b>	Head of School Report on Achievement
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## **Executive Summary**

1. We judge achievement to be outstanding
2. All learners have made good to outstanding progress
3. All year 6 learners met the national expectations for attainment at KS2 in reading.
4. Y6 learners make accelerated progress within a short space of time and the gap closes quickly

Analysis of behaviour for learning shows that they all make significant progress given their starting points

## **Overview of School Year 2013 - 14**

During the school year 2013 - 2014 the Courtyard ap Academy (CAPA) has had 25 learners on roll, 8 were year 6. 2 of the learners were reintegrated in to mainstream with support, 1 moved to France and one to another school. 5 learners were year 2, 1 was successfully reintegrated in to school and 1 went to to a therapeutic residential provision.

All our learners continue to make amazing progress given their starting points. Progress for the majority of learners in reading, writing, spelling punctuation and grammar and maths is outstanding. This is despite their social, emotional and behavioural difficulties. Learners make outstanding progress within a short space of time, exceeding national expectations regardless of gender, ethnicity and free school meals. Analysis of the behaviour for learning assessment, tables 5, 6 and 7 shows that learners make progress across all areas especially in their relationship with others and the curriculum.

The strategies used by staff in and out of lessons and personalised learning have had a significant impact on learner achievement, closing the gap, accelerating progress and raising attainment for all learners. The implementation of the behaviour for learning framework continues to have a significant impact on the learners attainment. The high level of staff support, personalised plans for learners has promoted a positive learning environment where learners achieve well and make better progress than expected. There is also a significant decrease in serious incidents of poor behaviour for individual learners over time.

### **Analysis of KS2 Results**

6 learners took their SATs at the end of the academic year. 3 learners attended the CAPA full time (TRL, KMcD,AM), 1 part time (MM) and 2 were on dual registration (KS and SW)

The tables below 1,2 ,3 and 4 show the progress that the learners have made in reading, writing, spelling, punctuation and grammar and numeracy from KS1 to KS2 and the baseline teacher assessment taken at the start of the Courtyard AP Academy placement to Year 6.

The learners who attended full time are TRL, KMcD and AM, MM was part time and KS and SW were in mainstream on dual role. All learners achieved level 4 in reading and above in reading, all meeting national expectations. In writing 2 learners achieved level 4 and above, in numeracy 4 of the learners achieved level 4 and above and in spelling and grammar 3 learners achieved level 4 and above.

It is evident from the data that our learners have made accelerated progress and exceeded national expectations in relation to progress. The national expectation is that learners make 2 sub levels of progress a year that is 4 points. Learners who attend the CAPA for less than 1 year make exceptional progress within a short space of time and the gap of attainment closes quickly. Our analysis shows that they have made more than 2 sub levels of progress in all subjects for example TRL.

The point scores for KS1 to 2 where learners have obtained over 12 points are indicators of outstanding progress. The expected progress across KS1 to 2 would be 8 sub levels. AM is an example of a learner who has made phenomenal progress. His end of KS2 target with a KS1 level of 'W' would be level 3 however he achieved level 4 in reading, writing, spelling, punctuation and grammar and numeracy.

**Table 1**

Progress of Year 6 learners in Reading.				Reading									
				1.End of KS1		2.Baseline on Entry to CAPA		3.KS2 data based on baseline entry to CAPA		4.Progress from baseline		5.KS1-2 Progress	
Name	Gender	Ethnic Group	Time in CAPA	Level	PS	Level	PS	Level	PS	sub Level	PS	sub Level	PS
TRL	F	WBC	5mth	A		3C	19	4	27	+3	6		
KMcD	M	WBC	10mth	2B	15	3C	19	4	27	+4	8	+6	12
AM	M	WB	2y5m	W	3	1B	9	4	27	+8	16	+10	22
MM	F	WO	4mth	W	3	2B	15	5	33	+8	16	+13	28
KS	M	WBC	3y6m	1	9	1A	11	5	33	+10	22	+11	24
SW	M	AO		1	9	3C	19	4	27	+4	9	+9	18

WBC White Black Caribbean

WB White British

WO White Other

AO Asian other

**Table 2**

Progress of Year 6 learners in writing.				Writing									
				1.End of KS1		Baseline on Entry to CAPA		3.KS2 data based on baseline entry to CAPA		Progress from baseline		KS1-2 Progress	
Name	Gender	Ethnic Group	Time in CAPA	Level	PS	Level	PS	Level	PS	Level	PS	Sub Level	PS
TRL	F	WBC	5mth	A		2C	13	3A	23	+5	10		
KMcD	M	WBC	10mth	2C	13	3C	19	4C	25	+3	6	+6	12
AM	M	WB	2y5m	W	3	1C	7	4C	25	+9	18	+10	22
MM	F	WO	4mth	W	3	2B	15	3C	19	+2	4	+7	16
KS	M	WBC	3y6m	1C	7	1C	7	3A	23	+8	16	+9	16
SW	M	AO		1	9	2A	17						

**Table 3**

Progress of Year 6 learners in spelling and grammar.				Spelling, Punctuation and grammar									
				1.End of KS1		2.Baseline on Entry to CAPA		3.KS2 data based on baseline entry to CAPA		4.Progress from baseline		5.KS1-2 Progress	
Name	Gender	Ethnic Group	Time in CAPA	Level	PS	Level	PS	Level	PS	Level	PS	Level	PS
TRL	F	WBC	5mth	A		2C	13	3	21	+7	8	-	-
KMcD	M	WBC	10mth	2B	15	3C	19	4	27	+4	8	+6	12
AM	M	WB	2y5m	W	3	2B	15	4	27	6	12	+11	24
MM	F	WO	4mth	W	3	2B	15						
KS	M	WBC	3y6m	1C	7			3	21				14

SW		AO		1	9	2A	17	4	27	+5	10	+9	18
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**Table 4**

Progress of Year 6 learners in numeracy.				Numeracy									
				1.End of KS1		2.Baseline on Entry to CAPA		3.KS2 data based on baseline entry to CAPA		4.Progress from baseline		5.KS1-2 Progress	
Name	Gender	Ethnic Group	Time in CAPA	Level	PS	Level	PS	Level	PS	Level	PS	Level	PS
TRL	F	WBC	5mth	A		2B	15	4	27	+5	12		
KMcD	M	WBC	10mth	2C	13	2B	15	4	27	+6	12	6	14
AM	M	WB	2y5m	1	9	1A	11	4	27	+8	16	+9	18
MM	F	WO	4mth	W	3	2B	15	3	21	+2	6	7	18
KS	M	WBC	3y6m	1C	7	1C	7	4	27	+10	20	10	20
SW		AO		1	9	2A	17	N	15	-	-2	-	6

Orange shading: learners with a statement of special education needs

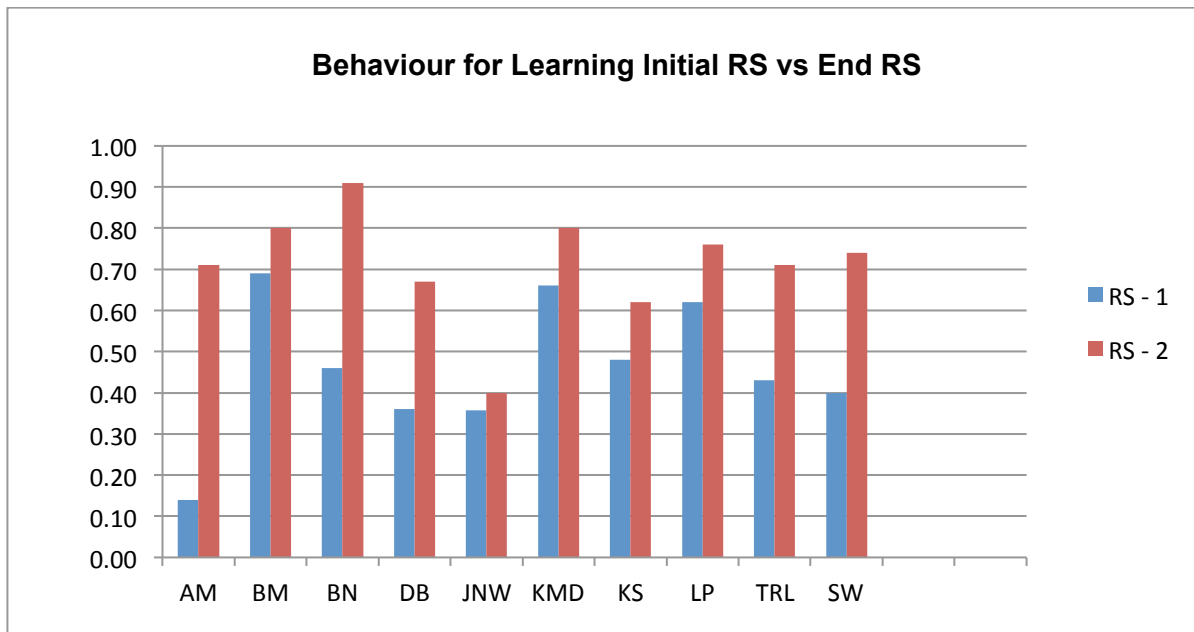
Yellow shading: Point scores

Blue shading: Outstanding progress

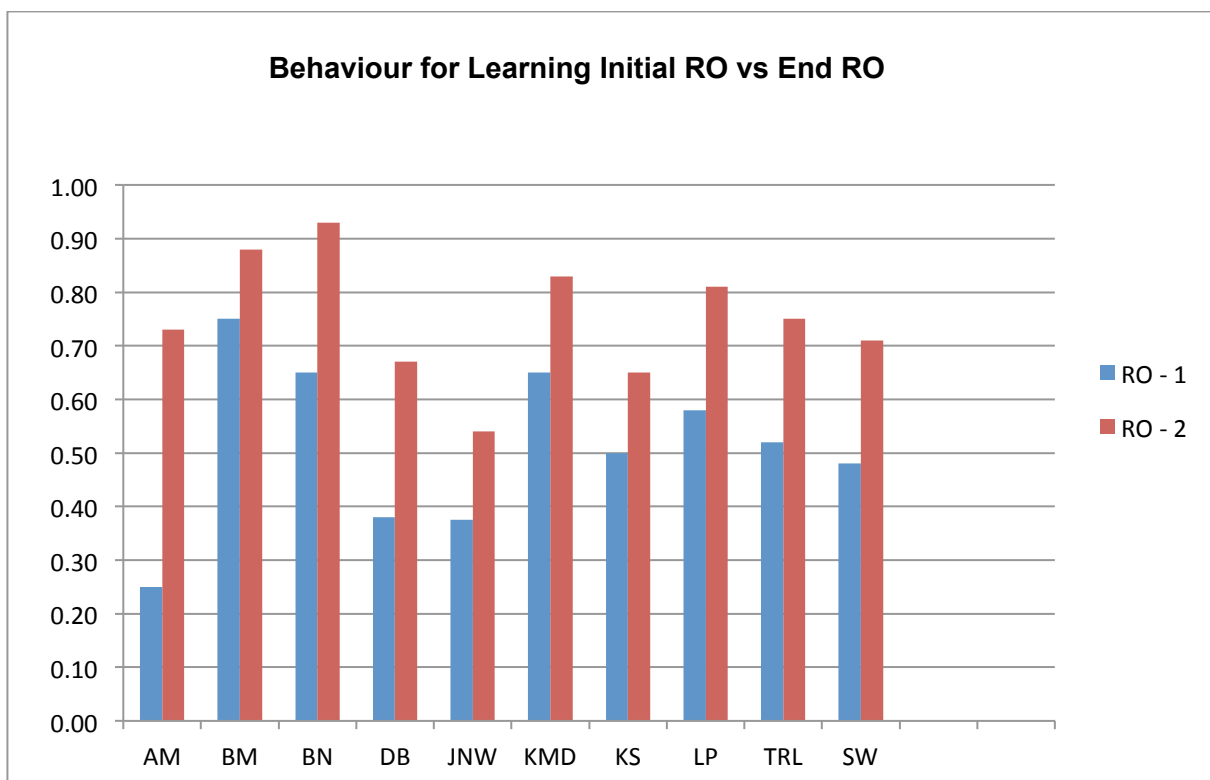
Green shading: good to better progress

Analysis of the behaviour for learning assessments (tables 5, 6, and 7) are also good indicators that learners are making accelerated progress because they are willing to engage with the curriculum; take responsibility for their learning; access the curriculum; able to take risks; more self aware; know how to get help; are motivated to complete tasks; able to work unaided and can follow classroom rules and routines. The individual assessments that we do every term or 6 weeks for part timers identify the specific areas where learners make progress. Most progress is made in relationship with the curriculum and relationship with others. The rate at which learners make progress in their relationship with self is different to the other areas which is what we would expect as all the children have emotional difficulties.

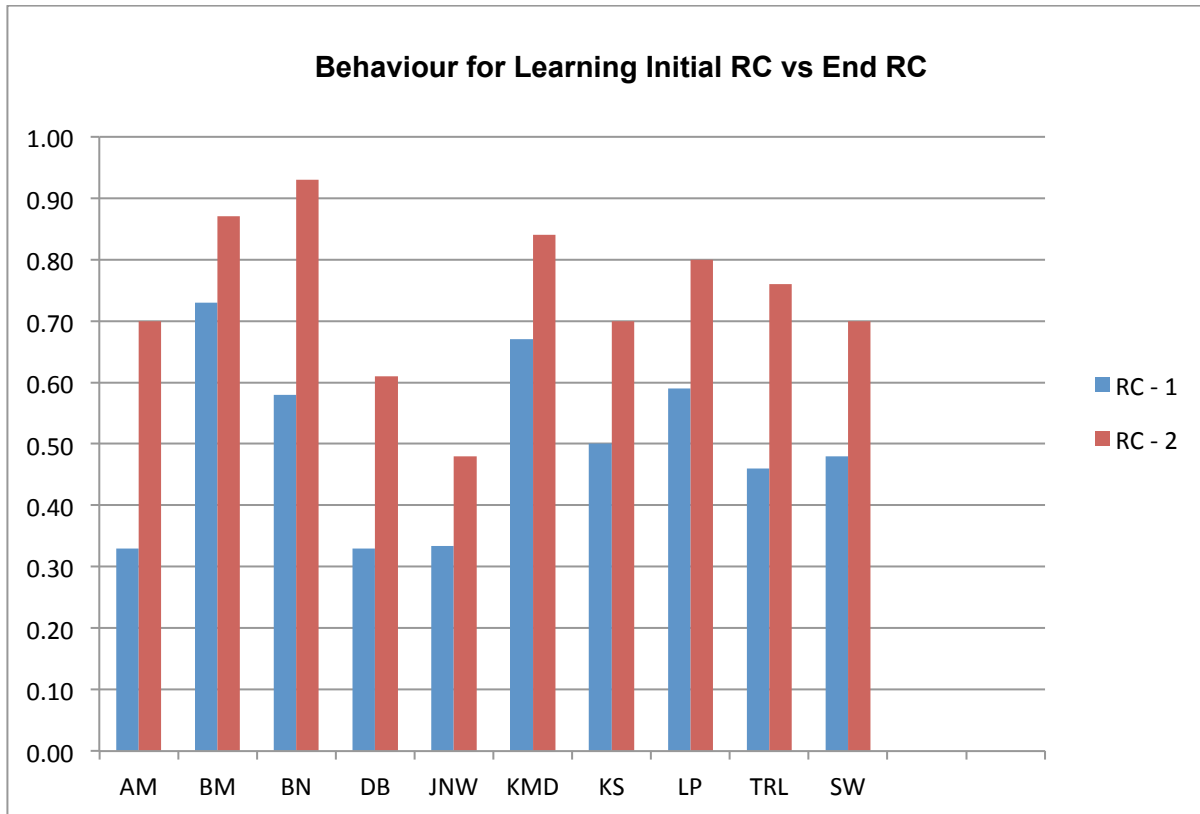
**Table 5**



**Table 6**



**Table 7**



NAME	Date of Entry	Date of Exit	Nos of Week in Courtyard & PRRU	Current Year Group	Baseline	Reading	Progress in sub levels	Baseline	Writing	Progress in sub levels	Baseline	Numeracy	Progress in sub levels
AM	6/02/12	18/7/14	2yrs 5mnths	6	1B	4C	+8	1C	4C	+9	1A	4B	+8
BN	19/06/13	-	-	3	1B	2A	+4	1C	2C	+3	2C	3C	+3
KSW	27/03/13	-	-	2	P5	1B	+5	P6	2C	+6	P6	1A	+5
KM	18/09/13	18/7/14	10mnths	6	3C	4B	+4	3C	4C	+3	2B	4B	+6
LP	25/9/13	-	-	5	2C	2A	+2	2C	3C	+3	3C	3A	+2
WM	20/11/13	18/7/14	32wks	5	1A	3C	+4	1A	3c	+4	2C	3C	+3
JL	2/10/13	-	-	3	2A	4C	+4	2C	3A	+5	2A	3A	+3
ID	2/10/13	-	-	1	1C	2C	+3	1C	2B	+4	1B	2C	+2
AS	26/04/11	-	-	5	P7	1A	+4	P6	2C	+6	P7	1A	+4
DB	4/02/13	-	-	2	P4	1A	+7	P4	2C	+8	P5	1A	+6
KS	4/01/10	19/07/14	3yrs 6mnths	6	1A	5C	+9	1C	3A	+8	1C	4B	+10
TRL	10/2/14	18/7/14	5mnths	6	3C	4C	+3	2C	3A	+5	2B	4C	+5
SM	3/03/14	-	-	4	1C	2C	+2	1C	2C	+2	2C	2A	+2
BM	10/03/14	-	-	5	2C	2A	+2	2A	3C	+1	2C	2A	+2
MM	19/3/14	11/7/14	4mnths	6	2B	5C	+8	2B	3C	+2	2B	3C	+2
SN	31/3/14	4/7/14	4mnths	2	1B	2A	+4	1B	2C	+2	2C	2C	-
J N-W	30/04/14	-	-	1	P8	P8	-	P7	P7	-	1C	1C	-
WH	04/06/14	17/7/14	7 weeks	2	1B	1B	-	1C	1C	-	2C	2C	-
AHM	24/06/14	-	-	5	4B	4B	-	4C	4C	-	5B	5B	-

**Table 8 Courtyard Data Summer 2 2014**



### **Analysis of KS1 attainment, table 8**

Our KS1 learners have also made very good progress given their starting points. SN achieved level 2 in all his subjects. DB and KSW obtained level 2 in writing. KSW and DB have exceeded the expectations for progress. 1 learner passed his phonics and a second one got one mark below the pass mark.

### **Progress of Year 1,3,4 and 5 learners, table 8**

Analysis of the Courtyard data for summer 2, 2014 also shows that learners are making good to outstanding progress.

Achievement is outstanding because:

- Teaching and learning is outstanding
- Teachers have high expectations of learners which is reflected in the targets that are set for each learner weekly
- There are excellent relationships between staff and learners
- The behaviour for learning framework is implemented by staff
- The teacher behaviours have had a significant impact on the learning behaviours of learners impacting on outcomes
- There is a daily focus on literacy, numeracy, reading and communication
- The ethos reflects a love for learning
- A rigorous and robust assessment cycle is in place to track learner progress including behaviour for learning
- APP is used to support learning and progress
- Learning is personalised with learning outcomes and success criteria matched to the needs and abilities of pupils
- The implementation of PIXL by teachers and LSP has motivated learners and helped to close the gap in attainment
- Teaching and support staff work in partnership to implement personalised learning plans
- Teacher behaviours based on SEAL and behaviour for learning have a positive impact on the learning behaviours of pupils promoting engagement, motivation and high quality learning
- Implementation of the SEAL programme has had an impact on learners self-esteem so that they see themselves as learners who can be successful
- Diagnostic feedback is specifically focused on learning and achievement across the curriculum
- Learners enjoy their learning and know what they have to achieve
- The reward system motivates learners
- We have positive feedback from parents whose relationship with their child improves during their time at the CAPA
- There is increased engagement from parents

## **Priorities for 2014-2015**

- To continue to ensure that learners make accelerated progress
- To use SIMS to record our data
- To work with primary colleagues on developing the new curriculum and assessments
- To continue to put an emphasis on literacy, reading, numeracy and communication
- To continue to improve the quality of teaching and learning, increasing the number of outstanding lessons
- To target grammar and spelling so that learner's achievement is higher
- To train staff in read, write ,inc, a phonics programme
- To implement the PIXL therapies for year 6 learners

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